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Spring 1-2016

### BMKT 325.02: Principles of Marketing

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**BMKT 325 – Principles of Marketing**  
**Spring 2016**

**PROFESSOR:** Justin Angle, Ph.D.  
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**OFFICE:** GBB 313  
**PHONE:** M: 206.650.5522; O: 406.243.6747  
**CLASS RESOURCES:** Moodle  
**OFFICE HOURS:** M/W 12:30pm – 2:00pm and by appointment  
**CLASS HOURS:**  
Section 1      M/W      9:40am – 11:00am      222  
Section 2      M/W      11:10am – 12:30pm      222  
Section 3      M/W      2:10pm - 3:30pm      201

**Reading Materials:**

There is no required text for this class; however, there are regularly scheduled, required readings and Course Notes. A complete schedule of these readings is provided in the Course Outline. All readings and Course Notes are posted on Moodle. For reference purposes, there is an OPTIONAL text:

*Marketing: Real People, Real Choices* (2012), M. Solomon, G. Marshall, and E. Stuart, Prentice Hall, 7<sup>th</sup> edition (available as a custom-published 3-hole punched notebook for UM students).

**PowerPoint slides/lecture outlines and related course documents will be posted on Moodle throughout the course.**

**Course Philosophy & Objectives:**

This course will be a semester-long development and application of a conceptual model of marketing – *The Big Picture*. Together, we will work to understand the constructs within this model, apply them to real and hypothetical business situations, and understand the model's strengths and weaknesses.



Learning objectives for this course include:

- Develop a theoretical understanding of marketing
- Develop a basic working knowledge of marketing in today's organizations
- Hands-on practice in marketing problem solving, applying modern marketing tools
- Develop ability to critically evaluate marketing problems from a variety of perspectives, including managerial/ strategic, as well as ethical/social
- Explore career objectives and planning as they relate to marketing

### **Course Structure and Assignments:**

The course consists of class exercises and discussions, short lectures, team projects, a two-phase individual writing assignment, as well as 2 exams. It is interactive by design, so you must be prepared to engage in each class session. Your reading assignments are intended to prepare you to make valuable contributions during class discussions and workshops.

**1) The Big Picture Translation:** This comprehensive team project will guide our work throughout the semester. Working in teams, you will select a firm within a designated industry and develop an understanding of that firm's Big Picture. Your work will be documented in weekly blog posts as well as three Milestone Papers and will culminate with a dynamic exposition in a format of your choosing. Substantial in-class time will be dedicated to this project, but it is also imperative that your team communicates well and meets outside of class. This project is detailed in a separate document available on Moodle.

**2) Lectures:** Each lecture will focus on a construct within The Big Picture. A typical class session will consist of a 30-minute lecture/discussion, followed by project work time dedicated to work-shopping the day's topic. Each lecture follows a corresponding Course Note, which is to be read ahead of class. In addition, there are often readings from the popular press to demonstrate the topic. Remember, lectures are a complement to your readings. Without thoroughly reading the assigned Course Notes and articles, you won't be able to extract the maximum value from the lectures.

**2) Two-phase Individual Writing Assignment:** Details of this assignment are provided in a separate document posted to Moodle. *NOTE: Paper topics must be chosen and submitted to me via the Moodle questionnaire by 5:00 pm on Friday 1.29.*

**3) Quantitative Analysis Exercise:** This brief set of mathematical problems offers a basic refresher in the quantitative concepts fundamental to business and marketing. This exercise requires both an individual (pass/fail, due on 2.3) and team submission (letter graded, due on 2.5). The balance between the individual and group grading is simple: if you make an individual submission, your grade on the assignment will be the grade of the subsequent team submission. If you do not make an individual submission, you will be given a grade of zero. The complete assignment and answer submission sheet are available on Moodle. All answers must be submitted via the form provided on Moodle and uploaded via the Moodle portal. **I strongly recommend showing all of your work in an attached document.** This will maximize your potential for partial credit.

**4) Customer Lifetime Value Exercise:** This case-based team exercise is outlined in detail in a document available on Moodle.

**5) Class Participation:** This course provides a safe environment to practice and improve your ability to communicate in public. Thus, your perspective and insights are crucial during lectures, and in-class exercises. To monitor the frequency of your participation, refer to the "Rule of 3."

**6) Exams:** There will be two non-cumulative exams given throughout the semester. Each will consist of a series of short-answer questions administered via Moodle in room 213.

*\* Full credit make-up exams will only be provided in case of (1) University sanctioned events (verification required) or (2) extraordinary circumstances (verification required e.g., physician's note). Cheating of any kind will result in an F on the Exam (or assignment) in question.*

**A note on attendance:** *It is your responsibility to attend class regularly and arrive promptly. Missed classes or arriving late could also result in a loss of points on your peer evaluation grade. Attendance will be taken at random intervals. Attendance is the best way to prepare for the exams. If it's not covered in class, it won't be on the exam.*

**7) Peer Evaluation:** There is a lot of team-oriented work in this class. You are expected to be a reliable and productive teammate, attend all work-shopping sessions and contribute your fair share to the team tasks. At the end of the semester, you will evaluate the relative contributions of all team members (via confidential online survey) to produce a peer evaluation factor. That factor will then be used to calculate final grades on each team deliverable. The peer evaluation process is fully outlined in a separate document available on Moodle.

**8) Career Development Work:** BMKT 325 is one of a few courses participating in the SoBA Career Development process. As such, several small assignments will be required throughout the semester that emphasize career development activities. These requirements and associated procedures are outlined in a separate document available on Moodle.

#### **Grading Breakdown:**

<b>Team (~50%)</b>	Quantitative Analysis Exercise – Team	3%
	Customer Lifetime Value Exercise	10%
	Big Picture Translation	
	Blog	4%
	Milestone Paper #1	7%
	Milestone Paper #2	7%
	Milestone Paper #3	7%
	Dynamic Exposition	10%
	References Document	2%
<b>Individual (~50%)</b>	Exam 1	15%
	Exam 2	15%
	Writing Assignment, Phase 1	10%
	Writing Assignment, Phase 2	5%
	Career Development Work	5%

*This table presents the weights applied to each of the evaluation components. Each component will be graded on a 0-100 points scale. Your final grade will be based on the weighted average of all of the graded assignments.*

**Course grades will be assigned as follows (grades are not curved):**

<b>A</b>	<b>93 or more points</b>
<b>A-</b>	<b>90-92.9 points</b>
<b>B+</b>	<b>87-89.9 points</b>
<b>B</b>	<b>83-86.9 points</b>
<b>B-</b>	<b>80-82.9 points</b>
<b>C+</b>	<b>77-79.9 points</b>
<b>C</b>	<b>73-76.9 points</b>

<b>C-</b>	<b>70-72.9 points</b>
<b>D</b>	<b>60-69.9 points</b>
<b>F</b>	<b>59.9 or fewer points</b>

**Attention Juniors (60-90 cr):** Please be sure to attend one of the **mandatory** bystander intervention trainings. The University has worked hard over the past few years to help ensure that students have the information and tools they need to stop, prevent, and address the effects of sexual harassment, including sexual assault, discrimination, and retaliation. We know that bystander intervention training is an effective prevention tool and will be useful not only at UM, but as you enter your careers. **You must complete this training prior to registering for fall 2016.** Sophomores can complete the training now and not have to repeat it next year. A list of scheduled trainings is posted at: [www.umt.edu/safety/training/bystander](http://www.umt.edu/safety/training/bystander).

### **The Fine Print – please read this stuff!**

#### **Academic Integrity**

Academic misconduct is any activity that may compromise the academic integrity of the University of Montana. Academic misconduct includes, but is not limited to, deceptive acts such as cheating and plagiarism. Please note that it is a form of academic misconduct to submit work that was previously used in another course. If cheating of any form is detected, you could be given a failing grade the assignment in question.

The following message about academic integrity comes from the Provost's office:

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.*

In addition, the SoBA Code of Professional Conduct can be found at: <http://www.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>.

#### **Classroom Etiquette**

This class will provide you an opportunity to develop skills necessary for success in the workplace. For example, **regular attendance** is required in both this class and in your future job. Respect for your classmates is also required in order to provide the best learning environment. Classroom etiquette refers to **no sidebar discussions during lecture or class discussion, no newspapers or crossword puzzles, no cellular phone use during class (this includes text messaging), no surfing the web, and no other disruptive actions** (i.e. leaving abruptly during class without prior notification – not including restroom breaks). If you are disruptive in class (talking, text messaging, etc.), you will be asked to leave class and any points awarded that day will be forfeited (attendance, participation, extra credit).

#### **Students with Disabilities**

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and

Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://www.umt.edu/disability>.

### **Email**

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM email accounts ([netid@umconnect.umt.edu](mailto:netid@umconnect.umt.edu) or [fname.lname@umontana.edu](mailto:fname.lname@umontana.edu)). Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email.

### **Mission Statements and Assurance of Learning**

The University of Montana’s School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

**Learning Goal 1:** SoBA graduates will possess fundamental business knowledge.

**Learning Goal 2:** SoBA graduates will be able to integrate business knowledge.

**Learning Goal 3:** SoBA graduates will be effective communicators.

**Learning Goal 4:** SoBA graduates will possess problem solving skills.

**Learning Goal 5:** SoBA graduates will have an ethical awareness.

**Learning Goal 6:** SoBA graduates will be proficient users of technology.

**Learning Goal 7:** SoBA graduates will understand the global business environment in which they operate.

# Principles of Marketing — BMKT325

## Spring 2016 Course Outline

### Course Introduction

<i>Date</i>	<i>Session</i>	<b>Topic</b>	<i>Prepare to Discuss</i>	<i>Course Note</i>	<i>Due (EoB)</i>
1/25	1	Course Introduction What is Marketing?	Course Syllabus	<i>The Big Picture Overview</i>	
1/27	2	Mission and Objectives	Freakonomics Podcast: Maddest of All Men (link on Moodle)	<i>Organizational Objective</i>	<b>Paper Topics, 1/29</b>
2/1	3	Assignment Overview The Writing Center: Kelly Webster	Big Picture Project Overview Individual Writing Assignment		

### Situation Analysis: Using The 5 Cs to Understand the Market

<i>Date</i>	<i>Session</i>	<b>Topic</b>	<i>Prepare to Discuss</i>	<i>Course Note</i>	<i>Due (EoB)</i>
2/3	4	Customer Analysis: Understanding Value	Beyond Customer Loyalty Programs	<i>The 5 Cs (Customer)</i>	Individual QAE, 2/3 Team QAE, 2/5 Industry Ranks, 2/5
2/8	5	Customer Analysis: Understanding Value (continued)	What You Need to Know About Segmentation	<i>The 5 Cs (Customer)</i>	
2/10	6	Customer Profile Team Exercise	Value Proposition Design (ppg. 9-25)		
2/17	7	Company, Collaborator, Competitor, & Context Analysis: Understanding the Marketing Environment	What Clif Bar's Athlete Drop Means...	<i>The 5 Cs</i>	
2/22	8	Marketing Research	Data Mining	<b>Marketing Research</b>	Milestone Paper #1

## Marketing Objectives & Marketing Strategy: SMART Goals & STP

<i>Date</i>	<i>Session</i>	<b>Topic</b>	<i>Prepare to Discuss</i>	<i>Course Note</i>	<i>Due (EoB)</i>
2/24	9	Marketing Objectives/ SMART	Amazon Phone	<i>Organizational Objective (Review)</i> <b>Marketing Objectives</b>	
2/29	10	Marketing Strategy: Segmentation, Targeting, and Positioning		<b>Marketing Strategy</b>	
3/2	11	Marketing Strategy: More STP	Colleges With Distinct Focus		
3/7	12	Exam 1	<b>NOTE: Meet in 213</b>		
3/9	13	Project Work Day	NOTE: 9:40 in 222, 11:10 and 2:10 in 213		Milestone Paper #2, 3/11

## Implementation: The Marketing Mix

<i>Date</i>	<i>Session</i>	<b>Topic</b>	<i>Prepare to Discuss</i>	<i>Course Note</i>	<i>Due (EoB)</i>
3/14	14	Product Decisions: Designing the Offer	Publishers Attract More Mobile Readers Than Ads	<i>Marketing Mix Execution Product</i>	
3/16	15	Price Decisions: Capturing Value	Here's The Secret to Getting a Lower Cable Bill	<i>Pricing</i>	
3/21	16	Project Work	NOTE: Meet in 213		
3/23	17	CLTV Presentations and Discussion			<b>CLTV Exercise</b>



3/28	18	Place Decisions: Delivering Value	Doctor and Patient: Increasing Organ Donor...	<i>Place</i>	
3/30	19	Promotion Decisions: Communicating Value	Nike Takes Marketing Gold	<i>Promotion</i>	<b>Milestone Paper #3, 4/1</b>
4/11	20	Promotion Decisions: Communicating Value (continued)	The Rise of Video Content Marketing on Social Media	<i>Promotion</i>	
4/13	21	Exam 2	NOTE: Meet in 213		

## The Final Countdown

<i>Date</i>	<i>Session</i>	<b>Topic</b>	<i>Prepare to Discuss</i>	<i>Course Note</i>	<i>Due (EoB)</i>
4/18	22	Project Work	NOTE: Meet in 213		
4/20	23	Project Work	NOTE: Meet in 213		
4/25	24	Group Presentations			
4/27	25	Group Presentations			<b>References Document</b>
5/2	26	Group Presentations			
5/4	27	Course Wrap-Up		<i>The Big Picture</i>	<b>Peer Evaluations</b>